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ABSTRACT

In 1978 a national survey was undertaken of the alumni directors at state colleges and universities with enrollments of at least 5,000 students. The questionnaire was designed to provide information on: (1) patterns of work satisfaction among alumni directors; (2) the status of current issues in the conduct of alumni affairs; (3) changes taking place in the structure of alumni programs; and (4) the use of support services provided by the Council for Advancement and Support of Education (CASE). Background data on the respondents and their institutions were also gathered. The survey response rate was 60 percent, with 132 respondents. High levels of work satisfaction were found in opportunities to innovate, working in an academic environment, and job security; low ratings were in opportunities for advancement, salary, and institutional support for alumni operations. Responses showed that there is also a variety of distinct shared concerns and standards in current issues in alumni administration. Certain alumni program components are currently gaining in emphasis in the administrators' programs, notably student recruitment, alumni magazines, face-to-face fund-raising contacts, local and regional clubs, use of fund-raising appeals, constituency programs, alumni trips, surveys of alumni opinion, and telephone solicitation. Other components are gaining less or are being deemphasized. A wide variety of responses were received on the past use and usefulness of CASE services, and on potential areas for CASE activities. (MSE)

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Alumni Administration at State Colleges and Universities

by Dr. B. E. Blakely

HE 011 489

Alumni Administration at State Colleges and Universities

An Analysis of Current Perspectives and Practices in Alumni Administration: The Results of a National Survey

by Dr. B. E. Blakely
Ball State University

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About the author: Dr. Bernard E. Blakely is Assistant Professor of Sociology at Ball State University. He holds the B.S. in business administration and the M.A. in sociology from Bowling Green State University, and the Ph.D. in sociology from Purdue University. While at Purdue, he developed an interest in alumni administration and completed his Ph.D. dissertation in that field. At the present time he is doing evaluation research of large-scale government programs such as those sponsored under the Comprehensive Employment and Training Act (CETA). Dr. Blakely also has done research and publication on innovative teaching methods. He received a University Research Grant from Ball State to conduct the study that led to this monograph.

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In spite of the important contributions which alumni associations have made to higher education, there have been few instances in which social scientists have conducted studies of direct relevance to the practice of alumni relations. When attention has been given to this area of inquiry, the tendency has been to focus upon the attitudes and behavior patterns of alumni. The part played by alumni administrators in shaping the course of alumni relations has generally been overlooked. One result of this omission is that the viewpoints of these individuals concerning the state of their profession have not been systematically investigated. Such investigations are needed to provide a better understanding of the problems which confront practitioners in alumni relations.

As a first step in this direction, in September 1978 the author completed a national survey of alumni directors at state-assisted colleges and universities with enrollments of at least 5000 students. The questionnaire utilized in the survey was designed to provide information on: 1) patterns of work satisfaction which are experienced by alumni directors; 2) the status of current issues in the conduct of alumni affiars; 3) changes which are taking place in the structure of alumni programs; and 4) the use of supportive services which are provided by CASE. Data on the background characteristics of respondents and on the size of the institutions which they represent was also obtained

in the survey. Questionnaires were mailed to 217 alumni directors of state-assisted universities with the level of enrollment previously specified on June 29, 1978. The sample encompassed all of the state institutions with enrollments of at least 5000 students which held current memberships in CASE. A total of 132 completed questionnaires or slightly more than 60 percent of those which were mailed were returned by September 15, 1978. The results of the survey are described below.

WORK SATISFACTION

In the very best of worlds, it might be expected that alumni directors would be highly satisfied with the various rewards and opportunities which they derive from their occupation. On the assumption that this ideal has not yet been realized, alumni directors were asked to indicate their levels of satisfaction with ten different aspects of their work situations. Their responses are summarized in Table I. The table shows that high levels of satisfaction were most commonly found in ratings of opportunities to innovate, working in an academic environment, and job security. The areas which most commonly received low satisfaction ratings were opportunities for advancement, salary, and institutional support for alumni operations. Evaluation of fringe benefits, amount of travel required, opportunities for professional growth and recognition for work performed ranked between these extremes. Overall, the pattern of responses presents a rather favorable picture. In eight of the ten areas rated, the highest percentages of ratings fell in the "very satisfied" category. In all ten of the areas rated, the

lowest percentages of responses were found in the "not very satisfied" category. According to these results, it appears that alumni directors at state-assisted colleges and universities are generally comfortable with the benefits which they receive from their profession.

At the same time, however, the differences in opinion which are reported in Table I should not be dismissed too readily. There are still questions as to which alumni directors are highly satisfied with aspects of their work situations and which ones are not. Background characteristics of alumni directors, such as their age, sex, responsibilities for fund-raising and the size of the institutions which they represent, were tested for possible impacts on satisfaction ratings. Results showed that individuals who were in charge of fund-raising on their home campuses had about the same levels of satisfaction as the individuals whose responsibilities were limited to alumni relations. A high degree of consistency was also found in the satisfaction ratings of male and female alumni administrators. Individuals at institutions with enrollments larger than 20,000 students differed from their counterparts at smaller institutions on only one factor. About 65 percent of the directors at the larger schools reported that they were very satisfied with their opportunities for professional growth; only 44 percent of the directors from smaller schools shared this opinion. In the last area which was examined, significant differences between older and younger alumni directors emerged on ratings of salary, fringe benefits and job security. In each case, high levels of satisfaction were more prevalent among the

TABLE I.

PERCENT DISTRIBUTIONS OF ALUMNI DIRECTORS' RATINGS OF SATISFACTION WITH TEN FACTORS ASSOCIATED WITH THEIR WORK SITUATIONS

Area Rated	Percent Very Satisfied	Percent Somewhat Satisfied	Percent Not very Satisfied	Percent Total	Number Reporting
Opportunity to innovate	72.5	22.9	4.6	100.0	131
Working in an academic environment	65.9	31.0	3.1	100.0	129
Job security	61.8	32.1	6.1	100.0	131
Fringe benefits	57.3	32.1	10.7	100.0	131
Amount of travel required	50.4	48.8	.8	100.0	128
Opportunities for professional growth	48.1	42.6	9.3	100.0	129
Recognition for work performed	48.1	35.7	16.2	100.0	129
Institutional support for alumni operations	44.3	36.6	19.1	100.0	131
Salary	39.2	46.9	13.8	100.0	131
Opportunities for advancement	25.0	53.1	21.9	100.0	128

older respondents. For instance, over 58 percent of the directors who were 40 years of age or older reported that they were very satisfied with their salaries. Less than 23 percent of the directors who were younger than 40 expressed the same opinion.

Considered in conjunction with other information, the differences in satisfaction scores for older and younger alumni administrators suggest the use of caution in making optimistic predictions about the future of morale within the profession. Among individuals under the age of 40 about 25 percent indicated that they are not very satisfied with the amount of pay they receive. Only about 3 percent of the alumni directors beyond this age voiced similar sentiments. Concern with financial rewards and budget allocations is also reflected in discontent with opportunities for advancement and institutional support for alumni operations. Around one-fifth of all the individuals included in the sample expressed their uneasiness about these matters in their ratings of job satisfaction. On another question included on the questionnaire, anxiety about funding was even more apparent. When asked to define the most pressing problem which is currently confronting alumni administrators, the answer given by more than one-half of the sample was inadequate financing.[1] In an era of high inflation, conservatism in government spending and decreasing enrollments in higher education, the dollars needed to meet projected needs are not

[1] Other respondents cited such problems as staff shortages, a lack of interest on the part of alumni, rising postal rates, and difficulties in dealing with state legislatures. None of these problems were mentioned by more than 7 percent of the individuals who were sampled.

likely to become available. For many institutions, the resulting budget deficiencies may force major curtailments in alumni programs, reduction in staff and further losses in the purchasing power of salaries. These eventualities appear to be severe threats to the motivation of many alumni administrators and to the attractiveness of employment within the profession.

CURRENT ISSUES

While there is little doubt that finances are a primary concern of alumni directors at state-assisted colleges and universities, another portion of the questionnaire was used to provide information on five other issues of significance in the conduct of alumni affairs. These included: 1) the image of the alumni office and its staff; 2) alumni relations with faculty and university administrators; 3) the adequacy of educational and job-placement services for alumni; 4) alumni relations with students and recent graduates; and 5) computer utilization. In each case alumni directors were asked to indicate their agreement or disagreement with statements which described possible conditions on their home campuses. The results are summarized in Table II.

The first items which are shown in the table focused upon the image of the alumni office and its staff. Less than 50 percent of the individuals in the sample felt that most alumni recognize the important contributions which are made by the alumni offices of their respective institutions. The thinking behind the responses of alumni directors was revealed by the comments which they made about this item. These comments suggested a

TABLE II.

PERCENTAGE DISTRIBUTIONS OF ALUMNI DIRECTORS' ASSESSMENTS OF ISSUES IN THE CONDUCT OF ALUMNI AFFAIRS

Statements Evaluated	Percent Agree	Percent Undecided	Percent Disagree	Percent Total	Number Reporting
Image of the Alumni Office					
1. I think that most of our alumni recognize the important contributions which are made by the alumni office.	44.7	15.9	39.4	100.0	132
2. In the long run, we'd be better off if we placed greater emphasis on friend-raising instead of fund-raising.	63.0	16.2	20.8	100.0	130
3. At my institution I feel that we have a good understanding of what alumni want from the alumni office.	71.2	11.4	17.4	100.0	132
Relations with Faculty and Administration					
4. The President of my institution generally has a good understanding of the problems of alumni administration.	72.0	8.3	19.7	100.0	132
5. Faculty members at my institution are generally willing to devote their time and resources to alumni programs.	49.2	16.7	34.1	100.0	132

TABLE II (continued)

Statements Evaluated	Percent Agree	Percent Undecided	Percent Disagree	Percent Total	Number Reporting
6. Each year there is a lot of pressure at my institution to raise more funds from alumni than were raised the year before.	68.2	8.3	23.5	100.0	132
7. At my institution, the success of alumni operations is measured almost entirely in terms of dollars received from alumni.	26.5	12.1	61.4	100.0	132
Services for Alumni					
8. My institution offers adequate job placement services for alumni.	45.4	16.2	38.4	100.0	130
9. My institution does a good job of providing educational services for alumni.	47.0	22.7	30.3	100.0	132
Relations with Students and Recent Graduates					
10. Students at my institution are actively involved in many phases of alumni programs.	24.2	6.1	69.7	100.0	132
11. It is very difficult to predict which young alumni will become active supporters of alumni programs.	57.6	18.9	23.5	100.0	132

TABLE II (continued)

Statements Evaluated	Percent Agree	Percent Undecided	Percent Disagree	Percent Total	Number Reporting
12. At my institution recent graduates show as much enthusiasm for alumni programs as graduates of previous decades exhibited when they were young alumni.	37.6	28.9	33.5	100.0	128
13. At my institution class reunions are as popular as ever.	43.8	18.5	37.7	100.0	130
Computer Utilization					
14. Each year we are finding new applications for our computer which increase our effectiveness in obtaining financial contributions from alumni.	61.1	12.8	26.1	100.0	126

number of difficulties which must be overcome in shaping alumni awareness. The problems most frequently mentioned were a lack of responsiveness among non-members and younger alumni, confusion about the role of alumni organizations at state-assisted institutions and a wide-spread belief that the sole purpose of the alumni office is to raise funds. In the instances in which such problems are not resolved, the net effect, expressed concisely by one individual, is that the efforts of the alumni office are "still too invisible."

The second item on the image of the alumni office was used to obtain more specific opinions on the type of image which alumni offices should attempt to project. This item called for individual judgments on the long-term consequences of placing greater emphasis on friend-raising instead of fund-raising. Over 60 percent of the alumni directors who responded supported the idea of giving greater emphasis to friend-raising in future programs. This figure really understates the importance which is attached to friend-raising activities. The most common rationale offered by those who do not favor increased emphasis on friend-raising is that their programs are already committed to this approach. In fact, comments of individual directors suggest that friend-raising is generally viewed as a necessary prerequisite for success in fund-raising. In the words of one respondent, maintenance of the proper balance between friend-raising and fund-raising is "the key to alumni relations and development."

The third item in Table II dealt with the image which alumni administrators have of their own abilities to gauge the needs of alumni. Such skills appear to be particularly crucial

in planning and implementing effective alumni programs. As might be expected, the vast majority of alumni directors were confident that the needs of alumni were understood at their respective institutions. Among the 28.8 percent who expressed at least some uncertainty about their understanding of alumni, utilization of attitudinal surveys was the most frequently cited remedy for this situation. Despite these suggestions, none of the respondents included in the sample reported the existence of ongoing research projects to systematically monitor changes in the interests of alumni across time. It seems instead that surveys of alumni are at best conducted on an irregular basis to measure responses to a particular program or to catch up on general developments which have been taking place over a period of years.

Alumni directors face the task of establishing productive relations not only with alumni but also with faculty and administrators on their home campuses. The next four items in Table II were used to explore the nature of these latter relationships. The sensitivity of college and university presidents to the problems of alumni administration was rated on item four. Seventy-two percent of the individuals in the sample felt that the presidents of their institutions had a good understanding of the problems of alumni administration. Among those whose judgments were less enthusiastic, two sources of difficulty were mentioned. Some presidents were thought to be too inexperienced because they had only recently been appointed to office. Others were thought to be overconcerned with development to the exclusion

of alumni relations. Perceived shortcomings were also observed in relationships between the alumni office and the faculty. On item five, more than 50 percent of the alumni directors in the sample expressed reservations about the willingness of faculty to support alumni programs. However, the most frequent reason which was given for a lack of faculty participation was that too little had been done to involve faculty members in alumni programs.

Additional information on institutional commitments to alumni fund-raising activities was supplied on items six and seven. Item six shows that at more than two-thirds of the schools which were represented in the sample, pressures exist to top the previous year's achievements in alumni fund-raising. Somewhat surprisingly, individuals without direct responsibilities for fund-raising were as likely to recognize the application of such pressure as individuals who were in charge of fund-raising. Apparently, there is ample communication among the president, the alumni office and the development office on the status of financial needs. Respondents attributed the annual escalation of fund-raising goals to rising educational costs, larger numbers of alumni and diminished government support. Doubt was expressed as to whether these goals can be attained when budget allocations fail to compensate for increases in the costs of fund-raising. In spite of the prevalence of pressures to raise more and more dollars, item seven shows that only about 27 percent of the alumni directors in the sample reported that their institutions have reached the point where the success of alumni operations is defined mainly in terms of the financial contributions which are received from alumni.

The limited budgets which are available to higher education may at least partially account for the pattern of responses observed on items eight and nine. These two items were used to provide information on the quality of job-placement and educational services which are available for alumni. On item eight, about 45 percent of the individuals who were sampled reported that their institutions offered adequate job placement services for alumni. On item nine, 47 percent stated that their institutions did a good job of providing educational services for alumni. In each of these areas, a majority of alumni directors were uncertain that adequate attention was being given to the needs of alumni. During a period of expansion in continuing education and in vocationally oriented fields of study, these results appear to be a rather weak endorsement of current institutional efforts in behalf of alumni. With the prospect of further shrinkage in future budgets, it seems improbable that attempts to improve the scope and quality of alumni services will gain much financial support. Even with this constraint, a number of respondents felt that much can be done to expand the role of alumni in continuing education. Extern programs were also mentioned as an inexpensive means of helping future alumni to secure employment.

Relations with future alumni and recent graduates were considered more directly on items ten through thirteen. According to item ten, only about one-fourth of the schools represented in the sample have succeeded in generating student involvement in many phases of alumni programs. Comments frequently indicated that alumni directors are interested in increasing the involvement

of this segment of the educational community through student alumni associations or foundations. These organizations are generally looked upon as a means of cultivating interest in alumni participation well in advance of graduation day. On the other hand, a few respondents felt that student involvement in alumni affairs tends to promote factionalism. Because of this side-effect, these latter individuals suggested that attempts to increase student participation should be carefully executed or avoided altogether.

Whether or not relationships with the alumni association are established when individuals are students, alumni administrators must still confront the task of recruiting young alumni. Here a question arises as to which young alumni are likely to become active supporters of their alma mater and which ones are not. To the extent that the question can be answered, recruiting efforts can be concentrated at the points where they will do the most good. Item eleven indicates that about 58 percent of the respondents felt it is very difficult to predict which young alumni will become active supporters of alumni programs. The individuals who find it easier to identify future alumni participants offered few guidelines for others to follow. The axiom which was mentioned most frequently suggests that active students tend to become active alumni. While this rule is at least partially consistent with scientific evidence which has been gathered on patterns of alumni participation, it should not be relied upon too heavily. The individual's record of participation in student activities is generally a weak indicator of his potential interest and involvement in alumni affiars. In any

event, the above axiom appears to be used more as a rule of thumb rather than as part of a systematic means of determining which individuals in each cohort of new graduates should receive additional attention during recruitment.

Further difficulties in dealing with young alumni were revealed on items twelve and thirteen. On item twelve, 33.5 percent of the respondents felt that recent graduates lack the enthusiasm which was displayed by young alumni in previous decades. In these cases, alumni directors noted that the apathy of young alumni has grown in accordance with increases in the size of graduating classes. According to this point of view, students are less likely to identify with large graduating classes and alumni activities which are based on class identification have experienced declines in popularity. Along these lines, nearly 38 percent of the individuals in the sample reported on item thirteen that class reunions are not as popular as they used to be. For the most part, these losses in popularity are attributed to the disinterest of younger alumni.

The final item on Table II focused upon computer utilization in alumni fund-raising. Over 60 percent of the alumni directors who responded stated that new applications for their computers are being found each year in alumni fund-raising. The importance of computerization was amplified on another question which asked alumni directors to define the most promising innovation which has occurred in alumni fund-raising within the past five years. Computer applications ranked among the two most frequent answers. However, this does not mean that the computer has begun to replace the personal touch in the alumni office or

the development office. The most frequently cited innovation in alumni fund-raising was not the computerized mailing system, but the telethon.[2] According to the comments of the respondents it appears that the computer is generally regarded as a facilitator which enhances the capabilities for personalized service and communication in alumni relations and fund-raising.

Overall, the findings contained in Table II serve to illustrate the existence of shared concerns and standards in the conduct of alumni operations at state-assisted colleges and universities. As such, the reactions of alumni directors which are summarized in the table provide a general view of current orientations within the profession. This information can be used as a frame of reference in evaluating the situations and practices of particular institutions, and in broader-based analyses of alumni relations. In this last regard, the expressed concerns of alumni directors supply important insights on changes which are currently taking place in the structure of alumni programs.

CHANGES IN ALUMNI PROGRAMS

As a means of investigating changes in alumni programming, respondents were asked to report on the current status of twenty different program components at their respective institutions. In each case, individuals were instructed to indicate whether the emphasis given to a particular component was increasing, decreasing, or about the same as in previous years. Program

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[2]The answers which were given most frequently on a question which asked respondents to define the most promising innovation in alumni relations were alumni colleges and special programs for students.

components which were not a part of alumni operations were also identified. Results are summarized in Table III.

On the first nine items shown in the table, a majority of the respondents reported increases in the amount of emphasis which is being given to each program component. The most frequently cited growth area, student recruitment, appears to be a response to current or anticipated losses in enrollments in higher education. The prevalence of fund-raising concerns is indicated by components three, five and nine. These items show increased usage of face-to-face contacts, mailed appeals and telethons in soliciting financial contributions from alumni. Reports of widespread attempts to attract new students and additional funds are balanced by efforts to stimulate higher rates of participation in alumni activities. Along these lines, constituency programs and alumni trips are the growth areas which were mentioned most frequently. In addition to the emphasis which is devoted to these special forms of alumni participation, a high priority is assigned to the task of generally keeping in touch with alumni. The attention which is given to informing alumni and to being informed by alumni is documented by increasing reliance upon alumni magazines and opinion surveys.

On the eleven remaining items in Table III, less than fifty percent of the respondents reported increases in the amount of emphasis which is given to program components. These components tended to also be the ones which are commonly de-emphasized or excluded from alumni operations altogether. For instance, alumni banquets, class reunions and homecoming activities for alumni are the three components in the table which are experiencing the most

TABLE III.

REPORTS BY ALUMNI DIRECTORS
ON THE EMPHASIS GIVEN
TO TWENTY COMPONENTS OF ALUMNI PROGRAMS

Program Component	Percent Increased Emphasis	Percent No Change	Percent Decreasod Emphasis	Percent Not part of Operations	Number Reporting
1. Recruiting new students	68.5	14.6	2.3	14.6	131
2. Alumni magazines	62.3	25.4	3.8	8.5	130
3. Face-to-face contacts with alumni in fund raising	61.8	19.8	2.4	16.0	131
4. Local and regional alumni clubs	60.3	20.6	9.9	9.2	131
5. Use of appeals to alumni in fund-raising	58.8	32.1	5.3	3.8	131
6. Constituency programs	57.5	21.3	3.9	17.3	127
7. Alumni trips or tours	57.3	22.9	10.6	9.2	131
8. Surveys of alumni opinions	54.2	33.6	1.5	10.7	131
9. Telephone solicitation of alumni in fund-raising	51.9	14.5	8.4	25.2	131
10. Homecoming activities for alumni	47.3	35.9	11.5	5.3	131
11. Student alumni associations	45.7	14.0	1.6	38.7	129
12. Use of student volunteers to contact alumni in fund-raising	40.8	17.7	3.8	37.7	130
13. Extern programs	39.8	18.0	2.4	39.8	128
14. Special programs for friends	34.9	33.3	1.6	30.2	129
15. Alumni colleges	32.1	8.4	1.5	58.0	131
16. Alumni banquets	32.1	43.5	19.1	5.3	131
17. Class reunions	30.5	48.9	14.5	6.1	131
18. Special programs for women	27.7	23.8	3.1	45.4	130
19. Young alumni clubs	24.6	14.6	3.8	57.0	130
20. Special programs for minorities	20.3	22.7	3.9	53.1	128

widespread losses in emphasis. At least 11 percent of the respondents reported reduced commitments to these programs. Alumni colleges, young alumni clubs and special programs for minorities are the three components which are most likely to be omitted from operations. Their usage is limited to less than half of the institutions in the sample. Other components which were missing from more than one-third of the institutions sampled included special programs for women, extern programs and use of student volunteers in fund-raising.

The patterns of growth and decline which are recorded for the twenty components in Table III provide at least some tentative indications of general trends in alumni programming. Most institutions appear to be committed to the task of increasing the range and effectiveness of activities which are designed to inform and attract large numbers of alumni participants. At many institutions these outreach activities are being extended in recruitment of new students and in establishing relationships with the students who are already on campus. In dealings with alumni, mass-communication techniques and systems of interpersonal contacts are both emphasized in attempts to stimulate participation and financial contributions. In these latter efforts there is some movement away from programs whose success is dependent upon identification with one's graduating class. While these emotional ties appear to be weakening, the continued reliance upon homecoming activities suggests that many alumni continue to have strong feelings of identification with the traditions of their alma mater. For the future, it appears that traditional alumni

activities will continue to be central components of alumni programs in which the diversity of operations is generally increasing.

THE USE OF SUPPORTIVE SERVICES PROVIDED BY CASE

The final area which was investigated in the survey concerns the use of supportive services which are provided by CASE. Questions were designed to provide information on: 1) attendance at institutes, workshops, and seminars sponsored by CASE; 2) the helpfulness of CASE professional development programs; 3) the topics in these programs which alumni directors considered to be the most interesting; 4) the topics which individuals would like to see included in future programs; and 5) utilization of ideas which are found in CASE CURRENTS.

More than 85 percent of the individuals who were sampled reported that they had attended CASE institutes, workshops or seminars. Among those who had attended, only 3.5 percent felt that these programs had not helped them to improve alumni operations. Approximately 50 percent reported that professional development programs sponsored by CASE had been very helpful, and slightly more than 46 percent considered them to be somewhat helpful. Program topics which appeared to generate the greatest interest included fund-raising and general approaches to management and administration. While around 25 percent of those who were sampled expressed an interest in each of these topics, more specific aspects of alumni programming were never mentioned by more than 10 percent of the respondents. The most popular topics in this last category included alumni tours, student relations, tax

regulations, publications and use of computers. Altogether, more than 20 different aspects of alumni operations were cited by respondents as major areas of interest. Those results appear to reinforce the need for coverage of a wide range of "nuts and bolts" topics in addition to providing more general orientations to management and administration.

A wide range of responses was also found when alumni directors were asked about the types of CASE programs which they would like to see in the future. The topic which was requested most frequently, general management strategies, was mentioned by less than 17 percent of the respondents. Other topics which were in demand included budgeting, computer technology and fund-raising. None of these three topics or the sixteen others which were mentioned were requested by more than 10 percent of the individuals who were sampled. Overall, there was a high degree of similarity in the list of topics which respondents found to be interesting in previous programs and the list of topics which they wished to see in future programs.

With regard to utilization of ideas which are contained in CASE CURRENTS, only 3.2 percent of the respondents indicated that they have never incorporated these ideas into their alumni programs. Another 16.8 percent reported that they seldom adopt the ideas which are found in CASE CURRENTS. Sixty-seven percent reported that they sometimes adopt the ideas in CASE CURRENTS, and 13 percent indicated that they frequently adopt these ideas. According to these responses, it appears that CASE CURRENTS serves an important function for the profession in helping to shape the

conduct of alumni operations at many colleges and universities throughout the United States.

A FINAL NOTE

A common approach in analyzing data from a survey is to compare the results to the findings of previous studies. This type of analysis provides a means of identifying trends in the area which is being investigated. One of the shortcomings of the present undertaking is that such comparisons were not conducted because other research on the issues which were explored could not be located. As a result, a number of questions cannot be resolved. With regard to work satisfaction, it is not known whether the low ratings which were offered by young alumni directors is a recent development or one that recurs in each new generation of professionals. There is also no way of knowing how alumni directors would have responded in years past to items on the image of the alumni office, relationships with students, changes in alumni programming, the adequacy of supportive services provided by CASE, and other concerns. Periodic studies in such areas are needed to identify points of improvement and continued difficulties in the conduct of alumni relations. The present survey of alumni directors at state-assisted colleges and universities provides a baseline which can be used in interpreting the results of investigations of the future.

APPENDIX A

THE QUESTIONNAIRE

May 24, 1978

Dear Alumni Director:

I am conducting a national survey of alumni directors of state-assisted institutions of higher education. The survey focuses upon the structure of alumni programs and your opinions concerning the conduct of alumni relations. This investigation has been funded by a grant from Ball State University. The information provided on the survey will be submitted to CASE for publication in CASE CURRENTS, and will be included in the CASE Reference Center.

Your participation in each part of the survey is voluntary. Your name or the name of your institution will not be associated with any information you choose to provide. To assure your anonymity, please do not place your name or the name of your institution on the questionnaire. If you have questions concerning the procedures used in the investigation, please feel free to contact me at the address given below. I hope the survey and its results will be of interest to you.

Sincerely yours,

Dr. B. E. Blakely
219 North Quadrangle
Ball State University
Muncie, IN 47306

A SURVEY OF ALUMNI DIRECTORS
OF STATE-ASSISTED INSTITUTIONS OF
HIGHER EDUCATION

ABOUT THE QUESTIONNAIRE

Most of the questions below can be answered by checking the appropriate blank.

If a question is ambiguous or otherwise faulty, please state your criticism on the questionnaire.

Thank you for your assistance.

Section I. Personal and Institutional Information

1. Sex: Male____ Female____

2. Age: ____

3. Highest earned degree:
   Bachelor's Degree____
   Master's Degree ____
   Ph.D. ____
   Ed.D. ____
   Other, please specify____

4. Please indicate the field in which you obtained your highest earned degree_____

5. Before you began your career in the alumni area, how many years of experience did you obtain in each of the fields listed below?

   a. ___ years of experience in administration

   b. ___ years of experience in public relations

   c. ___ years of experience in fund raising

   d. ___ years of experience in university teaching

   e. ___ years of other relevant experience in (please specify field)_____

6. Including the 1977-78 academic year, how many years of experience do you have in working with alumni programs?_____

7. Including the 1977-78 academic year, how many years have you served as alumni director of your institution?_____

8. Do your present responsibilities include the supervision of fund-raising efforts among alumni? yes____ no____

9. Briefly explain how responsibilities for alumni relations and alumni fund-raising are allocated at your institution (e.g., director of alumni relations in charge of the former area and a separate director of educational fund-raising in charge of the latter).

_____

_____

10. Approximately how many speaking engagements per year do you undertake as alumni director of your institution? _____

11. Approximately how many trips lasting at least overnight do you undertake each year in conjunction with your duties as alumni director? _____

12. Please indicate your level of satisfaction with the factors below as they relate to your position as alumni director.

	(✓) Very Satisfied	(✓) Somewhat Satisfied	(✓) Not Very Satisfied
a. Job security	___	___	___
b. Fringe benefits	___	___	___
c. Salary	___	___	___
d. Recognition for work performed	___	___	___
e. Opportunities for advancement	___	___	___
f. Opportunities for professional growth	___	___	___
g. Opportunities to innovate	___	___	___
h. Institutional support of alumni operations	___	___	___
i. Working in an academic environment	___	___	___
j. Amount of travel required	___	___	___

13. What was the size of the student enrollment of your college or university at the beginning of the 1977-78 academic year?

_____

14. How many alumni of record were there for your institution at the beginning of the 1977-78 academic year? _____

Section II. Perceptions and Programs

Please respond to the following statements by circling the response category which best describes your opinion.

Space is provided for additional comments which you may wish to make about each item.

The key for the response categories is:

SA -- Strongly Agree
A -- Agree
U -- Undecided
D -- Disagree
SD -- Strongly Disagree

15. At my institution I feel that we have a good understanding of what alumni want from the alumni office.

SA A U D SD

Comments:

16. It is very difficult to predict which young alumni will become active supporters of alumni programs.

SA A U D SD

Comments:

17. Each year I feel that there is a lot of pressure at my institution to raise more funds from alumni than were raised the year before.

SA A U D SD

Comments:

18. Students at my institution are actively involved in many phases of alumni programs.

SA A U D SD

Comments:

19. I think that most of our alumni recognize the important contributions which are made by the alumni office.

SA A U D SD

Comments:

20. I feel that my institution offers adequate job placement services for alumni.

SA A U D SD

Comments:

21. Each year we are finding new applications for our computer which increase our effectiveness in obtaining financial contributions from alumni.

SA A U D SD

Comments:

22. At my institution the success of alumni operations is measured almost entirely in terms of dollars received from alumni.

SA A U D SD

Comments:

23. At my institution class reunions are as popular as ever.

SA A U D SD

Comments:

24. Faculty members at my institution are generally willing to devote their time and resources to alumni programs.

SA A U D SD

Comments:

25. The President of my institution generally has a good understanding of the problems of alumni administration.

SA A U D SD

Comments:

26. In the long run I think we'd be better off if we placed greater emphasis on friend-raising instead of fund-raising.

SA A U D SD

Comments:

27. I feel that my institution does a good job of providing educational services for alumni.

SA A U D SD

Comments:

28. At my institution recent graduates show as much enthusiasm for alumni programs as graduates of previous decades exhibited when they were young alumni.

SA A U D SD

Comments:

29. Please indicate whether the emphasis on the items listed below is growing, remains about the same (no change), or is being reduced in alumni operations at your institution. If any of these items are not a part of alumni operations at your institution, indicate "not a part of our operations" by checking the appropriate column.

	(✓) Growing Emphasis	(✓) No Change in Emphasis	(✓) Reduced Emphasis	(✓) Not a Part of our Operations
a. Alumni colleges	___	___	___	___
b. Alumni magazines	___	___	___	___
c. Alumni trips or tours	___	___	___	___
d. Class reunions	___	___	___	___
e. Constituency programs	___	___	___	___
f. Banquets for alumni groups	___	___	___	___
g. Extern programs for employment of students by alumni	___	___	___	___
h. Homecoming activities for alumni	___	___	___	___
i. Local and regional clubs	___	___	___	___
j. Recruitment of new students to my institution	___	___	___	___
k. Special programs for friends	___	___	___	___
l. Special programs for minority alumni	___	___	___	___
m. Special programs for women	___	___	___	___
n. Student alumni associations	___	___	___	___
o. Surveys of alumni opinions	___	___	___	___

	(✓) Growing Emphasis	(✓) No Change in Emphasis	(✓) Reduced Emphasis	(✓) Not a Part of our Operations
p. Use of face-to-face contacts with alumni in fund-raising campaigns	___	___	___	___
q. Use of mailed appeals to alumni in fund-raising campaigns	___	___	___	___
r. Use of student volunteers to contact alumni in fund-raising campaigns	___	___	___	___
s. Use of telephone solicitations of alumni in fund-raising campaigns	___	___	___	___
t. Young alumni clubs	___	___	___	___

30. What do you see as the most promising innovation in alumni programs within the past five years?_____

_____

_____

31. What do you see as the most promising innovation in alumni fund-raising within the past five years?_____

_____

_____

32. What do you see as the most pressing problem currently facing alumni administrators of state-assisted institutions of higher education?_____

_____

_____

Section III. Your Relationship With CASE

33. Each year CASE offers workshops, institutes and seminars for alumni administrators. Have you ever attended these programs?

yes ___ no ___ If no, go to question 35.

34. In these programs what topics have been of greatest interest to you? Please specify.

a.

b.

c.

d.

35. To what extent have these programs helped you to improve alumni operations?

a. These programs have been very helpful. ____

b. These programs have been somewhat helpful. ____

c. These programs have not been very helpful. ____

36. What topics would you most like to see included in CASE programs in the future to help in your own professional growth?

a.

b.

c.

d.

37. What topics would you most like to see included in CASE programs in the future to help members of your staff perform their duties more effectively?

a.

b

c.

d.

38. What types of articles in CASE CURRENTS are generally of interest to you? Place check marks in the appropriate columns to indicate your interest in the types of articles listed below.

	(✓) Usually of Interest	(✓) Sometimes of Interest	(✓) Seldom of Interest
Government Relations	___	___	___
Institutional Relations	___	___	___
Features	___	___	___
Fund-Raising	___	___	___
Periodicals and Publication	___	___	___
Alumni Administration	___	___	___
Management	___	___	___

39. To what extent have ideas contained in CASE CURRENTS been incorporated into alumni programs at your institution?

___ We have frequently adopted ideas found in CASE CURRENTS.

___ We have sometimes adopted ideas found in CASE CURRENTS.

___ We have seldom adopted ideas found in CASE CURRENTS.

___ We have never adopted ideas found in CASE CURRENTS.

Section IV. Final Assessments

40. There are always questions that should be, but aren't, included on a short questionnaire. What questions or topics would be of greatest interest to you in a future survey of alumni directors? _____

_____

_____

Additional Comments:

Please return the completed questionnaire in the envelope provided.

THANK YOU AGAIN FOR YOUR HELP!

APPENDIX B

A SUMMARY OF SELECTED SAMPLE CHARACTERISTICS

TABLE B-1.

A SUMMARY OF SELECTED SAMPLE CHARACTERISTICS

Sample Characteristics	Frequency	Percent
Sex		
Male	101	76.5
Female	31	23.5
	(132)	(100.0)
Age		
30 or younger	28	21.2
31 through 39	41	31.1
40 through 49	35	26.5
50 or older	28	21.2
	(132)	(100.0)
Highest Earned Degree		
Bachelor's	66	50.0
Master's	51	38.6
Ph.D.	5	3.8
Ed.D.	6	4.6
Other advanced degrees	4	3.0
	(132)	(100.0)
Number of Years as Alumni Director		
5 years or less	84	63.6
More than 5 years	48	36.4
	(132)	(100.0)
In Charge of Alumni Fund-Raising		
Yes	86	65.2
No	46	34.8
	(132)	(100.0)
Size of Student Body at Respondent's Institution		
Less than 10,000	45	37.2
10,000 to 19,999	45	37.2
20,000 or more	31	25.6
	(121)	(100.0)
Size of Alumni Body at Respondent's Institution		
Less than 20,000	32	24.5
20,000 to 49,999	59	45.1
50,000 or more	40	30.5
	(131)	(100.0)